

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS  
Bennett County School District  
Accountability Review - Monitoring Report 2012-2013**

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**Dates of On Site Visit:** October 2<sup>nd</sup>, 2012

**Date of Report:** October 23, 2012

**All non-compliance must be corrected within 1 year of this report date.**

**Date Closed:** October 2<sup>nd</sup>, 2012

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**Program monitoring and evaluation.**

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
  - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
  - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

**State monitoring--Quantifiable indicators and priority areas.**

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
  - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
  - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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**State enforcement -- Determinations.**

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

**Deficiency correction procedures.**

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

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**GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR**

Through a review of student files and interviews with district staff, the review team found the Bennett County School District to be in compliance with IDEA and the Administrative Rules of South Dakota.

**State Performance Plan – Performance Indicators**

**Indicator 2 – Dropout Rate**

Percent of youth with IEP's dropping out of high school.

State Target: 3.2 or higher

District %: 8.3

District Response:

Beginning at grade school age the district targets at risk students. The district and service providers develop a relationship with families in all areas of school/community by networking to encourage a more positive view of education.

**Indicator 8 – Parent Involvement**

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: 64.20

District %: 85.20

District Response:

The district has been trying to communicate and involve parents more by having staff on hand during parent teacher conferences to assist them in completing parent surveys. To invite parents to attend conferences to learn more about their student's disability and to advertise and engage parents in more parent involvement activities, including pre-school screenings, family fun nights and informational meetings.